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ABSTRACT

This guide for tutors and teachers dealing with adult Indochinese refugees learning English provides guidelines for materials selection and use, and for making language lessons maximally effective and interesting for the refugee. As an introduction, background information is provided on the refugee's attitudes towards learning English. This is followed by suggestions on practical matters such as time and place of lessons. A section on teaching materials discusses ESL materials and how to use them in lessons. A section on teaching methods covers lesson preparation and teaching; pronunciation, and homework. The following special problems are discussed: illiteracy, insistence on grammar, desire to learn without a teacher's help, tapes, desire to continue past the survival course, and desire not to continue. One section is devoted to teaching classes as opposed to tutoring. Finally, a brief bibliography of ESL texts, teaching aids, and information sources is provided. (AM)

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Indochinese Refugee Education Guides

6

ADULT EDUCATION SERIES: English Lessons for Refugee Adults -- A Guide for Volunteers, Tutors and Teachers

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Our purpose, in writing this guide, is to help the inexperienced volunteer, tutor or teacher teach English to adult Indochinese refugees. (For the most part, we will be addressing the teacher in a tutoring situation, although later on, on page # 41, we will talk about setting up and teaching classes.) We will discuss what materials to get, how to teach them, and how to make language lessons maximally effective and interesting for the refugee.

Along the way, we will also provide some background information on the refugee's attitudes towards learning English, with the hope that this information will help you over possible rough spots in your relationship with your student. There will undoubtedly be times when your best efforts will seem to be thrown away on him, and an understanding of how he feels about learning another language will help you think up alternative approaches to a particular problem, or at least help bolster your sagging spirits.

1. GENERAL CONSIDERATIONS

Your long-term goal is of course to teach your refugee student how to speak English. Your long-term problem is going to be keeping his interest up. Every refugee will pay lip service to the notion that he must learn English, but there are several factors operating against his actually doing so.

First, learning a language is a long, tedious process, and it is the rare individual indeed who can persist in learning a language just to be learning it. The refugee who starts out studying English because he thinks he ought to on general principles is going to run out of steam very quickly (and the refugee who starts out studying English because his American friends think he ought to won't have any steam to begin with!). The refugee will have to feel that he's getting more out of his language lessons than just the language; he will have to feel that his lessons are making concrete contributions towards his attaining whatever it is he really wants. Unfortunately, the bit-by-bit nature of language lessons makes this rather difficult for him: it's hard to see how learning to say "This is..." rather than "This are..." will land him a good-paying job as a machinist.

Another factor operating against the refugee's interest in learning English is that very, very little English is necessary to exist on a hand-to-mouth basis. For instance, once the refugee housewife finds out where the grocery store is, she can buy food for her family without ever uttering a word; by handling the family finances in cash (which is probably how she operated in Vietnam), she is never called upon even to learn the numbers in English; even with a sick child,

she can simply show the child to her American neighbor or sponsor and the child will be taken care of. (She is, of course, cut off from the more complicated aspects of American life, but in many cases she would not participate even if she could. She will not, for example, feel bad because she can't participate in the PTA at her children's school; in all but the largest cities in Vietnam, parents go to school only when summoned to deal with a problem child, or to attend an awards ceremony.) The upshot of all this is that any motivation she might have to learn English to survive is daily undermined by the obvious fact that she and her family are surviving all right without it.

Yet another factor preventing refugees from settling down to learn English is that they are trying to learn it at a time when they are beset with a dozen other problems. Some of these problems are physical: a refugee father might be so exhausted from stocking shelves at the supermarket that he simply hasn't the energy left for an English lesson at the end of the day. Other problems are procedural: he might be spending all his free time trying to get his car fixed (which, of course, takes him three times as long because he can't communicate in English, but the car didn't wait until he learned English to fall apart).

The worst problems are emotional; all the time and expertise in the world will not help a refugee learn English if his mind and heart are elsewhere. Now that the initial flurry of resettlement is over, mental health problems are beginning to surface among the refugees. Some are agonizingly worried about the fate of family members left behind in Vietnam; others simply cannot cope with the apparent complexity and break-neck pace of American life; many are dismayed by the breakdown of traditional values within their own families as their children become more and more "American" through their contacts at school. Problems like these are often an inevitable result of the circumstances under which the refugees came to the United States. These circumstances have made adjustment difficult even in ideal situations where there have been no linguistic or financial problems whatever. It should not surprise you, then, if your refugee student decides that English lessons are something he'd rather not have to worry about at the moment.

Still another factor interfering with your student's interest in learning English is that - especially if he is well-educated - he has arrived here with definite, pre-conceived notions as to how to go about learning a language. These notions will be directly opposed to anything you will be told by Americans in the language-teaching field, including the authors of this guide.

Foreign languages in Vietnam have been taught via what is called the grammar-translation method. In this method, the grammatical rules of the language to be

learned are explained (in the native language of the student), and sentences embodying the rules are presented. The student learns the rule by translating sentences from one language into the other; when he can do this, he presumably knows the rules and can use them to construct sentences of his own. (You probably learned Latin via the grammar-translation method, or - depending on how old you are - the modern language you learned in high school or college.) Research over the last thirty years has convinced American linguists and language teachers that it is difficult if not impossible to learn to speak a language via grammar-translation. A more efficient method of language teaching - the audio-lingual method - was developed in the forties, and today, virtually any book on the subject of teaching English as a foreign language, or anyone teaching it, utilizes one form or another of the audio-lingual approach.

The particulars of this method will be discussed later on in this Guide*, but in general the method focuses on the spoken language, and de-emphasizes (to the point that it is not directly taught at all) grammar. The refugee who feels that tackling grammar is the way to learn English will not believe he can learn it any other way, and will quickly lose interest in classes which don't focus on grammar.

The obvious solution to this problem - to teach the refugee via the grammar-translation method - unfortunately has serious drawbacks, especially if you are inexperienced at language teaching. First, it requires a solid knowledge of English grammar on the part of the teacher; second, it requires a knowledge of the student's native language; and third, it does not deal to any extent with skills which are crucial to the refugee, i.e. understanding and speaking, so it has to be supplemented with practice in these areas.

Ways of dealing with the refugee who insists on grammar will be discussed later on, but for the moment, be aware that the refugee who loses interest in learning English for no apparent reason might be convinced that he will never learn English the way you're teaching it, and be too polite to say so. And be prepared to hear, via the grapevine, that you "don't know how to teach English to the Vietnamese" -- an accusation that has been made of any number of highly qualified, highly successful language teachers who have used the audio-lingual method with their grammar-oriented Vietnamese students!

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*#3 of the Adult Series of the Refugee Education Guides, "Learning English a Different Way", was specifically written to give the refugee a better understanding of language teaching in this country. Written in English, Vietnamese and Cambodian for the refugee newspaper New Life, it is a discussion of the audio-lingual approach and the principles on which it is based.

How, in view of the problems described in the preceding paragraphs, can you keep your refugee student coming to his English lessons? With so many factors operating against him, you might feel that it's a wonder the refugee learns any English at all! But many of them have, and are functioning better in our society because of it; and many of them have learned because their teachers have hit on the right combination of encouragement, language teaching methodology and stubbornness to keep them going.

As with any kind of teaching, the relationship between you and your student is of paramount importance; you might be doing everything wrong according to the book, but because your student likes you and enjoys his lessons, he is learning English hand over fist. Conversely, the best language teacher in the world won't teach much if he turns his student off. Naturally, your relationship with your student is unique; the best we can do in terms of general suggestions is to urge you to find out all you can about your student and his background and culture. You can learn a great deal by encouraging him to talk about himself in his language lessons (in fact, you can build this kind of conversation into your drills); in addition, you can read up on Vietnamese or Cambodian culture by consulting some of the books listed in the bibliography at the back of this guide.

There is one aspect of Vietnamese culture that should be discussed there, and that is that the Vietnamese will expect, in his lessons, a fairly serious atmosphere, in which the teacher is the teacher, the student is the student, and each maintains his place. Actual classroom experience on the part of American teachers in Vietnam has shown that our breezy American informality is less conducive to effective teaching than a level of gravity which seems to us to border on sternness. Your student will put you on a pedestal, as he would any teacher; and if - especially during your early lessons - you do not behave accordingly, you will confuse him, because he will not know how to behave towards you in return.

The more you can gear your English lessons to the immediate needs of your student, the more likely you are to keep him coming to them. Besides survival information (How do I take a driver's test?) and formulas (How are you? Fine, thanks, and how are you?), chances are overwhelming that your student is most in need of vocational English: pharmacists' English, machinists' English, accountants' English - whatever type of English it is that will enable him to get a job doing what he wants and is trained to do. The structures of English don't vary, of course, from occupation to occupation*; what does vary is vocabulary. We will

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*Unless you're dealing with written, rather than spoken, English, and written English of a style that shouldn't be taught until far along in your language lessons, and not at a beginning or intermediate level.

show you, in this guide, first how to find out what vocabulary your student needs, then how to build it into your lessons, so that from the very first lesson your student is talking about pipe wrenches or pipettes or fiscal years or whatever is closest to his heart.

2. PRACTICAL MATTERS

Once you have established that you will give English lessons to your refugee student, you can then set up times and places for lessons.

Obviously, the more lessons your student has, the quicker he will learn English. With this in mind, do everything you can to see to it that he has as many lessons per week as he has time for. If this ties up too much of your time, find a friend to share the lessons with you. The more, the merrier, in fact; it doesn't matter how many of you there are, as long as you all coordinate your lessons so you don't repeat or skip. Your student will benefit both from being exposed to different speakers of English, and from getting to know more Americans.

In tutoring situations, lessons should be kept relatively short. If you are teaching properly, your student will be doing a lot of talking during each lesson, and this will be very tiring for him. Unless he has an extraordinary amount of stamina, an hour will be as long as he (and you!) can last. Five hour-long lessons a week, then, will be better for him than two two-and-a-half-hour-long lessons.

Schedule lessons for times that are maximally convenient for your student; if you don't, he will find the inconvenience a convenient excuse not to have a lesson at times when his enthusiasm is low.

For the same reason, schedule your lessons at a place your student can get to easily, or arrange to pick him up. His house might seem a logical place to have lessons, but there are serious drawbacks to having them there. First, unless his surroundings are palatial, he will be embarrassed to have you see them - so embarrassed that you will both wind up too uncomfortable to work well together. Second, there will most likely be no place where you can work without being distracted by telephones, television, radios and family ins and outs. Third, if your student has a family, his children by now undoubtedly speak English far better than he does, and he will not want them to hear him working with you. All in all, you will be better off in an empty classroom somewhere, or at your own dining room table.

Wherever you have the lessons, take transportation problems out of his hands if you possibly can. Besides giving him one fewer "reasons" for missing lessons, it also give him practical experience with the American attitude towards time: he will notice that when you say you'll pick him up at seven thirty, you are usually there at seven thirty, and that if you are late you apologize.

Before you start lessons, you should make it very, very clear to your student that you expect him to come to every lesson, and to be on time (be explicit here; "on time" means different things in different circumstances!). Explain to him that if for some reason he can't come to a lesson, he must call you beforehand to tell you; accompany this explanation with another explanation to the effect that Americans consider it very rude not to keep an appointment, but that it is perfectly polite to call and cancel one. All this explaining is difficult if your student doesn't speak English, of course, but these are important enough points that it's worth finding someone who speaks both languages to translate for you. If all else fails, call the National Indochinese Clearinghouse's toll-free number, and ask for one of the Vietnamese on the staff to translate for you. The number is 800-336-3040, and can be reached during business hours (Eastern Standard Time).

If you do get stood up, try first not to be angry. Remember that being stood up does not carry the same implications in Indochinese cultures that it does in ours; your student probably considers it more polite to stand you up than to call beforehand and explain (in English, which makes it harder) that he can't come. Call him and ask where he was, tell him you hope that it wasn't something serious that kept him from his lesson, and remind him of your next lesson together.

You will need books, of two varieties. First, you'll need an ESL book (ESL is the abbreviation for English as a Second Language), from which you will teach the various sentence patterns of English. You'll need the student's book for your student, and the teacher's manual for yourself (or a teacher's manual apiece if there is more than one of you). Unless you are an old hand ESL teacher, you won't be able to teach without the teacher's manual, as in most cases you won't know what to do with the student's book alone.

You will also need a source of vocabulary and technical information related to your student's interests. If this source is a book, you can order it, as well as the ESL book, through your local book store. All book stores have up-to-date lists of books in print; if you can supply a title or author, your bookseller can tell you who publishes it and how much it costs, and can order it from the

publisher for you. You can order any book directly from the publisher yourself, if you wish; your bookseller also has up-to-date lists of publishers' addresses and telephone numbers. If you live near a college or university with a number of foreign students, the book store associated with it might have the ESL books you need in stock. And check the book stores close to the vocational/technical schools in your area for your technical sources.

3. TEACHING MATERIALS

In this section, we will talk more in detail about materials that are available for you to teach from. We will explain what it is that ESL books do, how to choose an ESL book which will benefit your student most, where to find survival information and vocational/technical vocabulary, and how to put everything together into lessons.

A. ESL texts

ESL textbooks are texts which teach the pronunciation and sentence patterns of English to students who speak another language. As we mentioned earlier, virtually all the ESL books available in this country today are written using some form of the audio-lingual method of language teaching, which is based on the idea that the best, most efficient way of learning a particular sentence pattern is to say, over and over, sentences of that pattern. A typical lesson presents examples of the particular sentence pattern to be learned, then a series of drills which give the student practice in saying the sentences. Once the student has mastered these drills, he presumably can use the sentence pattern to express his own ideas.

The first lesson of English For Today, for example, presents the sentences

This is a book.
That's a door.
This is a book, and that's a door.

as examples of the sentence pattern to be learned. The teacher is to show the meaning of the sentences by pointing to the objects (either real objects in the classroom, or the pictures in the book) and saying the appropriate sentences. After the meanings of the sentences have been established, the teacher is to conduct a series of drills, using the vocabulary items and guides provided in the

book. The first drill accompanying the example sentences given above looks like this in the students' text:

1.	book	a book	This is a book.
2.	box	_____	_____
3.	chair	_____	_____
4.	pencil	_____	_____
5.	table	_____	_____
6.	door	a door	That's a door.
7.	map	_____	_____
8.	picture	_____	_____
9.	window	_____	_____
10.	wall	_____	_____

The teachers' manual tells the teacher how to use the words and sentences in different kinds of drills.

Look at all the grammar being taught in this lesson: the use of the demonstrative pronouns this and that in subject position; the third person singular form of the verb be; one of the uses of the indefinite article a; the sentence pattern involving the copula and a predicate noun; the contraction form of that + is; and the use of the conjunction and as a sentence connector. None of this grammatical terminology is used in teaching, however; the sentences themselves are the subject matter of the lesson.

This is not to say that the sentence patterns to be taught are chosen at random. On the contrary, careful thought has gone into the sequencing of materials, first so that the student learns simpler patterns before more complicated ones, and second, so that he can proceed from one pattern to the next building on what he has already been taught.

A third, and very important, result of careful sequencing of sentence patterns is that you, as teacher, never have to explain the meaning of an example sentence in your student's native language. In the early lessons, the meanings of sentences can be demonstrated (if you point to a book close at hand and say "This is a book," then point to a book on the other side of the room and say "That's a book," your student will have no trouble figuring out the difference between this and that). In later lessons, meanings of more complicated structures can be taught by paraphrasing (the sentence The book I bought cost $12.50 can be shown to mean roughly the same as the sentence I bought the book, and it cost $12.50) or by setting up contexts (to teach the meaning of I must have left my wallet at the restaurant, you set up the following situation: "I don't have my wallet with me. I have lost it.

But I took money out of it at the restaurant. I must have left my wallet at the restaurant.")

The upshot of all this is that you do not have to worry about what to teach and when to teach it if you use an ESL text; by following the lessons in the book, you can be sure that you will teach your student everything about English that he has to know. (There will be some things new to you, too, like the three different pronunciations of the English plural -s; these will be aspects of English which all native speakers have perfect control of - yes, you really do pronounce the -s plural three different ways! - but which ordinarily never come to their attention.)

There is a wide range of ESL texts available; while the basic format is pretty much the same in all of them (example sentence patterns and drills), the presentation varies according to the age and interests of the students for which the particular text is written. An ESL text for kindergarten through third grade, for example, has big print, bright pictures and lots of songs and games - and it incorporates reading skills. An ESL text for foreign students at universities, on the other hand, has no pictures or songs, and of course does not teach reading skills (which transfer readily from language to language); it does, however, incorporate such skills as note-taking and term paper writing.

A word of caution here. ESL books often come in series, with Book II taking up where Book I left off and so on. The higher the book, the more advanced the English: Book VI of English Around the World presents English structures which are much too advanced for your beginning adult, even though it is aimed at second graders.

ESL texts for adults are of three general types: college preparatory, survival courses, and what we will call extensive courses.

College prep texts are designed for the foreign student who needs either a review of the English he has learned in his own country, or a quick, intensive course in "collegiate" English. They are used for the most part in English departments by teachers who have ESL experience or who are in advanced degree programs in English linguistics or English as a Second Language; for this reason the teacher's manuals that accompany them - if they exist at all - are often sketchy, and not detailed enough to be of much use to the inexperienced teacher.

If your student is learning English so that he can go to college, and if he has already studied English in Vietnam or Cambodia and needs review and practice in conversation, you should probably use a college prep text with him. To help

yourself out, you might read up on ESL teaching techniques in one of the books listed in the bibliography at the end of this guide.

Survival courses are designed for the adult who is in immediate need of enough English so that he can get along in an English-speaking environment. These courses teach up to an intermediate level of English, focus heavily on understanding and speaking, and incorporate into each lesson survival vocabulary (like social security number, driver's license, etc.) and survival skills (like filling out job applications). The teachers' manuals that accompany survival courses are generally written with the inexperienced teacher in mind, and give detailed instructions on drilling, teaching pronunciation, and so on.

If your student is in a line of work which does not require him to read technical materials, or to give lectures or talk a great deal in English, you should probably use a survival English text with him. Bear in mind that it won't teach the more complicated structures, and that having worked through it your student might feel that he wants to go on (in which case you should go buy yourself a present for being such a good teacher, then switch to an extensive course).

Extensive courses differ from survival courses in that they teach the entire range of English structures; once a student has worked through one of them, he presumably can handle any kind of spoken or written English. Many extensive courses are designed for high-school-aged students on up, and are supposed to be used in classes over a period of years. (In a tutoring situation, of course, you can go through the materials as fast as your student can learn them.) The vocabulary in an extensive course is usually carefully controlled and pretty bland; you will have to incorporate survival and technical vocabulary into the lessons yourself. The teachers' manuals accompanying extensive courses vary; some are designed for inexperienced teachers, others aren't. (The materials recommended by the National Indochinese Clearinghouse have teachers' manuals aimed at the inexperienced teacher.)

If your student is well educated, and is learning English so that he can pursue a professional career, you should probably use an extensive course with him; a survival English course will not give him the kind of English he will ultimately need. Depending on what other languages he knows, and how much education he has had (and therefore how sophisticated he is in studying techniques) he will probably be able to move quickly through an extensive course; you can cut down on his boredom and impatience by incorporating useful vocabulary and survival information into each lesson.

Whichever type of ESL materials you decide to use, teach the lessons in the order in which the book presents them, and don't skip lessons. Remember that they

are carefully sequenced, and that if you skip, say, Lesson Seven you might make Lesson Ten unlearnable because it's based on your student's having mastered Lesson Seven. If you know beforehand that your student already knows what's presented in Lesson Seven, go quickly through it anyway; it never hurts to review, and there might be an incidental vocabulary item or preposition taught that he doesn't know.

A word here on literacy materials. Literacy texts are designed to teach reading skills to people who speak English, but can't read. Most of the Indochinese refugees, however, already know how to read, but can't speak English. Literacy materials, therefore, attack a problem the refugees don't have, and ignore the problem they do have. (The immediate success that Vietnamese refugees in particular have with literacy materials is a result not of their learning English, but of the fact that they already know what the literacy materials are teaching: it is nothing new to a Vietnamese that the letter b stands for the first sound in the word bird, because it stands for the same sound in Vietnamese!) Literacy materials should not be used with the refugees, even the illiterate ones, because they simply don't teach what the refugee needs to know, i.e. the spoken language.

B. Survival materials

Survival materials is a convenient term for anything that will help the refugee cope with his new environment: everything from a field trip to the supermarket to a technical government pamphlet on the responsibilities of professional transfer and storage companies. As we have mentioned, incorporating survival materials into your English lessons will make them more relevant to the immediate needs of your refugee, and therefore more interesting to him. More important, you as English teacher might be the only source of survival information that your student can understand, and thus you might find yourself in the desperately necessary role of cultural adviser.

Incorporating survival materials into language lessons is largely a matter of vocabulary and dialogues, especially in the early stages. (Dialogues, in ESL use, are short "conversations" that the student memorizes; they are usually used to teach formulas like "How are you?" "Fine, thanks, and how are you?".) In the first lesson of the survival course English I A Basic Course for Adults, for example, the vocabulary items address, social security card, driver's license, and credit card are introduced along with words like book, key and bag; the student, in learning the sentence pattern This is my ....., repeats sentences like This is

my social security card and This is my driver's license. In the process, he learns the names for these crucial little cards, so that out in the world he can at least recognize the words when he hears them, and produce the appropriate card.

In the same lesson of English I, the following dialogue is taught:

X: Your name, please.

Y: My name is Mr. Beck.

X: Your address, Mr. Beck.

Y: My address is 9 Main Street.

X: Thank you.

This dialogue prepares the student for the countless little scenes in which we are asked for name and address. (It, like all other dialogues, suffers from the limitation that the student learns only "Your name, please," and not the variations like "May I have your name?", "What's your name?" and even "Name?"; the teacher can counteract this by showing the student the variations, and focussing on the fact that they each have the word name in them.)

If you are teaching from a survival course, you can depend on the book for vocabulary and dialogues, and supplement it here and there if you find it necessary. If you are using an extensive course, you should buy - or frequently look at - a survival course, to see what survival materials are presented and how. If you are teaching from the extensive course English For Today, for example, you can easily incorporate into the first lesson the vocabulary and dialogue from English I, Lesson 1.

The survival information given in survival courses is of necessity general; your refugee will be in need of specific information as well.

If he doesn't already know where they are, he should be taken on field trips to the supermarket, post office, hospital, bank and other necessary establishments close to him. The vocabulary essential to his dealings in these places should be incorporated into your lessons: stamp, envelope, return address and money order, for example. And - once you get a general idea of the format of ESL dialogues from your ESL text - you can make up dialogues of your own to help him handle commonly occurring situations:

X: I need some twenty-six cent stamps, please.

Y: How many do you need?

X: Three.

Y: That will be seventy-eight cents.

If your student is expected to take part in American social affairs, you will do him a great favor by teaching him what he needs to know to avoid being

embarrassed. (While the Americans involved are usually very willing to overlook any mistakes he might make, he probably isn't, and recollects his faux pas with agony!) A dialogue like the following might, for example, prevent all sorts of problems:

X: What can I get you to drink?

Y: A Coke, please.

X: Is that all? Shall I put something in it?

Y: Not right now, thank you; just a Coke.

It's quite possible that you don't know much about some survival information that is very important to the refugee. It is likely, for example, that you do not know offhand how to go about applying for food stamps or MEDICAID. In these cases, remember that you are in a much better position to find out about such things than your student is: you, after all, can talk on the phone, and he can't! A call to the Social Services department of your city or county will almost always get you the information you need.

In addition, the Governor's Office in every state has appointed someone as the state's Resettlement Director; a call to that person's office might put you in line to receive survival materials which have been translated into Vietnamese and/or Khmer. Many states, for example, have translated the state Driver's Manual into Vietnamese. If your state hasn't done anything, you can call the National Indochinese Clearinghouse (the toll-free number is given on the first page of this bulletin) to find out what other states' Resettlement Offices have done, and how to get your hands on the appropriate material.

On the national level, several agencies, both in the government and outside it, have masses of information useful to the refugee. There is a list of offices, addresses and telephone numbers in the back of this bulletin; you can call or write to these requesting their publications, which are usually free.

Your refugee's sponsors might very well have already furnished him with all the information he needs to get along, in which case you don't have to worry about it. In any event, you will want to know about the social services and so on that he is making use of, so that you can draw on them for vocabulary and dialogues.

C. Vocational/technical vocabulary

Whether you are using an extensive course or a survival course for your English lessons, you will undoubtedly want to supplement the vocabulary in them with the special vocabulary of the field your student expects to work in. Chances are you don't know what that vocabulary is, unless you happen to be in that field yourself.

This is a perfectly natural state of affairs; every field has its specialized vocabulary or jargon, which people in the field must know to operate successfully, and which people not in the field have no reason to learn. Fortunately, it's relatively easy to collect technical vocabulary, and to incorporate it into language lessons.

If the vocabulary of your student's field is new to you, you will probably feel insecure teaching it. It is hard to feel comfortable, for example, drilling the sentence This is a capacitor when you're not quite sure what a capacitor is. Remember that your student is at home with the concepts behind the vocabulary, and so will not have the same insecurities you have: he does know what a capacitor is! He does not know, on the the other hand, the English words for the concepts, their pronunciation, and the way they fit into sentences. And these are, of course, the aspects of the vocabulary that you know; you know, for example, that the plural of capacitor is capacitors, that the sentence This is capacitor is wrong, that the stress is on the second syllable, and so on. (If you run into a really esoteric vocabulary item, look it up in an unabridged dictionary, which will tell you about any grammatical peculiarities the word might have.)

A very natural way to lessen your insecurities, and at the same time give your student practice in expressing himself in English, is to devote time in each lesson to asking him questions about the items you don't fully understand. (In early lessons, for example, with a radio or amplifier in front of you, pointing to the various parts: "Is this a capacitor?" "Is it a resistor?", "Is this a capacitor or a resistor?" and so on; in later lessons, you can ask "What is a capacitor?" or "What does a capacitor do?")

There are several sources of technical vocabulary available to you and your student. To begin with, for many fields there exist ESL books specially designed to acquaint the foreign student with the peculiarities of the English of his profession. While these books are almost always aimed at the student with some control of English, and therefore don't start at the beginning, the vocabulary in them can be incorporated into beginning lessons. For a fairly complete list of these books, see #4 of the National Indochinese Clearinghouse's Adult Education Series, A Bibliography of Reading Materials for Adult Students of English as a Second Language.

A very good source of vocabulary is the textbooks used in vocational/technical schools. Writers of these textbooks realize the importance of specialized vocabulary, and go to great lengths to see that the student is provided with lots of examples, definitions, and pictures where possible. Crucial words are generally italicized

or in bold face type the first time they are introduced into a text, and are focussed on in summaries at the ends of chapters. Sometimes there are lists of important vocabulary after each section, and glossaries at the end of the book. All of this makes it easy to find relevant vocabulary to pull out and incorporate into language lessons (and in the process, you'll find out enough about capacitors to talk intelligently about them!).

In digging through a text, remember that it is written for native speakers of English, and therefore the language will be far too advanced for your student; you should not try to have him read it, but use it solely as a source of vocabulary for yourself. You might spend some time looking through the pictures with him, however, and pull out the names of objects he recognizes and is interested in. You should try to pull out words in the first chapters before words in later chapters, so that your student will be exposed to simpler vocabulary earlier on (and also because you won't understand the later chapters if you haven't read the first ones!). For the same reason, you shouldn't simply go down the alphabetical list of terms in the glossary.

To find an appropriate vocational/technical text, call the bookstore associated with the vocational/technical school in your area, and ask what book is being used in classes teaching your student's speciality. If there are no vocational/technical schools in your area, contact a local electrician, auto mechanic or whatever and ask him for suggestions. If all else fails, look up your student's field in the Subject Index of Books in Print at your bookstore, or your local library.

Another - and probably the most useful - source of vocabulary is your student's employer, or someone already established in the field he wants to work in. If your student has a job, his employer will probably be delighted to show you around, and give you words he'd like your student to know. If your student isn't employed yet, you should surely be able to find a friendly pharmacist or carpenter or nurseryman in your area who would be glad to show you and your student his establishment, and talk to you about the various artifacts of his field. (Don't forget to ask him about useful books.) You should plan a field trip to the office or shop every month or so, to collect new vocabulary (if this is your only source, it will save trouble if each time you have your student write the Vietnamese or Khmer equivalents of the words you collect, so that you don't have to explain their meaning in English) and also to get your student to tell you in English what the various tools are and so on.

Yet another source of vocabulary - depending on the field - is the U. S. Government. During the war in Vietnam, various government agencies developed English-

Vietnamese bilingual glossaries of technical terms in fields like electronics and auto mechanics. The National Indochinese Clearinghouse is in the process of finding these glossaries, and they should be available in one form or another later on in 1976.

Whatever your source of vocabulary, you should make up a card file for your student, or have him make one for himself. Put each word on a separate card (an index card will do, or you can buy blank vocabulary cards at a college bookstore), with an example sentence or two; have your student write the Vietnamese or Khmer equivalent on the back of the card. Encourage him to carry the cards with him to flip through at odd moments. A card file is better than a list, because cards can be kept in alphabetical order as new cards are added, whereas lists get very messy very quickly. (Alphabetical order is essential; otherwise, you'll have to go through the entire set to find one word.)

This card file should be used as a study aid, and never as a primary means of learning vocabulary. In order to learn words, your student not only has to remember what they mean; he must also feel comfortable pronouncing them and combining them into sentences. This is why vocabulary must be incorporated into the drills and conversations of language lessons, and not learned separately.

As you are looking for vocabulary items, and planning your lessons to include them, you should never lose sight of the fact that the most important aspect of your lessons is the sentence patterns. No matter how much vocabulary your student knows, he will not be able to communicate if he can't put them together into sentences. So while <u>he</u> focusses on learning the vocabulary and remembering it, <u>you</u> should see to it that - except when you're teaching the meanings of words themselves - he always puts the words into some sort of grammatical framework. If you ask him, for example, "What's this?", you shouldn't accept the answer "Book,"; rather, get him to answer "A book," or "It's a book."

4. TEACHING METHODS

A. Preparing a lesson

Before you meet with your student each time, you should have a good, solid idea of what it is you're going to teach him, and how you are going to teach it. If you wait until he's in front of you to decide what you're going to teach, or what vocabulary you're going to use, you will waste his time, and he will sense this and quickly lose interest. Preparing lessons will take some time at first - you will probably want to write <u>everything</u> out - but as you get used to teaching

and drilling, and learn your way around your ESL book, you will soon be able to pull a lesson together very quickly.

The first thing you should do, in preparing a lesson, is to read through the lesson in the teacher's manual of your ESL book. It will tell you exactly what pattern is to be taught, provide vocabulary to teach it with, and tell you how to drill it.

The next thing to do is to decide what survival and technical vocabulary you want to add to the vocabulary supplied in the lesson. (The teacher's manual will generally give you suggestions here: it will tell you, for example, that in Lesson Q you should use only nouns beginning with vowels).

Then, you should write out instructions to yourself, so that you can proceed through your lesson without having to worry about what you're going to do next. (At first, these instructions will be very detailed; later on, you will need only brief reminders.) This will allow you to focus on your student, and be better able to tell when he's tired or confused.

Let's assume for the moment that you are about to meet with your student, Mr. Minh, for the first time. He is Vietnamese, doesn't know any English, and was an electrician in Vietnam.

You have equipped yourself with the teacher's manual and student's book of English For Today, Book I, and with Paul Zbar's Basic Electricity: A Text-Lab Manual; since English For Today is not a survival course, you are on the lookout for survival vocabulary.

The first thing you do in preparation is to read the introduction of the teacher's manual; there you will learn about the various types of drills, like repetition drills (in which the student repeats sentences after you) or substitution drills (in which you cue the student with a series of words - usually vocabulary items - and he fits them into the sentence pattern you're working on) or question-and-answer drills (in which you take turns asking questions and answering them). Then you read what the teacher's manual has to say about Lesson I.

You find that the structures, or sentence patterns, taught in Lesson I are broken down into the following sets of example sentences:

I. This is a book. That's a door.
   This is a book, and that's a door.

II. Is this/that a book? Yes, it is.
   Is this/that a chair? No, it's not.

III. What's this/that? It's a book.

IV. Is this/that a book?
No, it's not.
What is it?
It's a door.

The vocabulary words given in the book besides book, door and chair are box, map, pencil, picture, table, wall and window.

The lesson also includes the short dialogue:

X: Hello.
Y: Hello.
X: How are you?
Y: Fine, thanks.

The teacher's manual discusses each part of the lesson individually, pointing out things to watch out for; in discussing the pattern This is a .... , for example, it mentions that foreign learners often have trouble hearing the article a in this sentence pattern, especially if their language is one in which there are no articles.

The teacher's manual also provides a pronunciation lesson; in Lesson I, the contrast between s and z is taught, by showing the student that Sue and zoo, which are pronounced the same except for the initial consonants, are different words. The teacher's manual lists the words in the lesson which contain s or z for additional practice.

The student's book has material for drills. (It's put into the student's book so that any particular drill can be assigned as written homework.) Some of the materials are clearly meant to be used in only one type of drill, like 1.2, in which the cues are two nouns like book/door, and the student is to put them into the sentence This is a book, and that's a door. Other drills, like 1.1 which is reproduced on page #9 of this guide, can be used in several different ways.

By now you have a pretty good idea of the sentence patterns you are to teach, and can think about incorporating survival and technical vocabulary into them. In the Suggestions section for Lesson I, the teacher's manual of English For Today suggests that you teach the lesson with the book closed, and use real objects or pictures of objects. It also tells you to limit your extra vocabulary to words that can fit into the pattern This is a ..... .

For survival vocabulary, a minute's rummaging in your purse or pockets will provide all kinds of ideas: key, notebook, nailfile, library card, bandaid, comb, pen, knife, safety pin, letter, receipt, penny, nickel, dime, quarter, dollar, credit card, driver's license, stamp and checkbook. The coins suggest themselves

as possibilities, as you can show their values using numbers and equal signs, which Mr. Minh will understand without speaking English. You write down penny, nickel, dime, quarter, fifty-cent piece and dollar for inclusion in your lesson.

For technical vocabulary, you turn to your electricity book. The first lesson, it seems, is basically devoted to teaching the names of several components, namely resistors, capacitors, inductors, transformers, transistors, switches, fuses and tubes; some of these are illustrated. Of all of these, only inductor can't be used in your lesson.(You can't say This is a inductor, and an doesn't appear until Lesson 15; this might seem arbitrary to you, but trust the book: the authors know what they're doing!) There are pictures of resistors, capacitors, transformers, tubes and transistors in the electricity book, so you decide to add the words resistor, capacitor, transformer, tube, transistor and component to your lesson.

All told, then, you have the following nouns:

book	picture	dime	transformer
box	table	quarter	tube
chair	wall	fifty-cent piece	transistor
door	window	dollar	component
map	penny	resistor	
pencil	nickel	capacitor	

You might write these down on index or vocabulary cards - one per word, as was suggested on page#17 - or you might want to do this with Mr. Minh during your lesson. Sometime (for homework, maybe) he should write the Vietnamese equivalent on the back of the card. (If you can't get this idea across to him, do both sides of the index card for book - the Vietnamese word for book is sách - and he should get the idea.)

Now that you know what you are to teach and which vocabulary you will introduce, you are ready to do up your lesson plan. Your objectives, remember, are to teach the structures listed on page#s 18 and 19; the pronunciation of s and z; the values of the various coins; and the vocabulary listed above. Given that Mr. Minh knows no English, this is far too much to cover in one lesson, but prepare it all anyway, so you don't get caught in the middle of the lesson with nothing prepared. (Later on, you will be able to improvise as you go along if you run out of prepared material; in the early stages, however, you won't be able to, so it is much better to have more than enough material to see you through the hour!)

The first thing you want to teach is the meanings of enough of your vocabulary items so that you can work on the sentence This/that's a.....(You don't want

to teach all the vocabulary at once; twenty-two is too many to absorb all at once.) So you decide to start first with the words given in the book; the first item on your lesson plan, therefore, is

1. Establish meanings of

book	chair	map	picture	wall
box	door	pencil	table	window

You should have Mr. Minh repeat these words (and, since he will have trouble with the article - all Vietnamese do - the words with the article as well) so that he feels comfortable pronouncing them. The next items on your lesson plan, then, should be:

2. Repeat words above
3. Repeat words above with article a: a book, a box, a chair, etc.

The next thing you want to do is to introduce the sentence pattern This is a ..... :

4. Establish meanings of:

This is a book.	This is a table.	This is a picture.
This is a box.	This is a chair.	This is a wall.
This is a pencil.	This is a door.	This is a window.
		This is a map.

Now he knows what the sentence pattern means, Mr. Minh will need practice in saying it with different words:

5. Repeat sentences above.

When he is comfortable repeating the sentences after you, you can get him to produce the sentence pattern on his own, by supplying the vocabulary item:

6. Substitution:

You: book
Minh: This is a book.
You: box
Minh: This is a box.
You: pencil
Minh: This is a pencil, etc., with chair, table, door, picture, wall, map, window

When Minh can do the substitution drill fairly well, you can go on to teach him the sentence pattern That's a ..... _____, using the same vocabulary as before:

7. Establish meaning of:

   That's a door.
   That's a wall.
   That's a picture, etc.

8. Repeat sentences of 7.

9. Substitution:
   You: door
   Minh: That's a door.
   You: wall
   Minh: That's a wall, etc.

10. Substitute, alternating this and that sentences.

Next in line is the combination of this and that sentences, with and in the middle. These are long sentences, so Mr. Minh will probably need lots of practice repeating them.

11. Establish meaning of:

   This is a book, and that's a door.
   This is a table, and that's a wall.
   This is a box, and that's a window.
   This is a chair, and that's a picture.

12. Repeat above sentences.

13. Substitution:
   You: book, door
   Minh: This is a book, and that's a door, etc. with
   table, wall
   box, window
   chair, picture
   pencil, wall, etc.

By this time, both you and Mr. Minh will need a change of pace; this would be a good time to introduce the coins.

14. Show Mr. Minh, and establish meanings of:

penny	quarter
nickel	fifty-cent piece
dime	dollar

15. Repeat names of coins, then names with article, e.g. a penny, a nickel.

16. Repeat

This is a penny.
This is a nickel, etc.

17. Substitute:
You: penny
Minh: This is a penny, etc.

Now you can show him equivalents, using coins if you have enough, or writing equations on a piece of paper.

18. Show the following:

5 pennies = 1 nickel
5 nickels = 1 quarter
2 nickels = 1 dime, etc.

Next, you will want to teach Mr. Minh the second set of example sentences, the question form Is this/that a.....? and the answers Yes, it is and No, it's not. You first teach the question form, then each answer.

19. Establish meaning of Is this a book? and Is that a wall?

20. Repeat:

Is this a book?	Is that a door?
Is this a penny?	Is that a window?
Is this a door?	Is that a picture?
Is this a box?	Is that a map?, etc.

21. Substitute:
You: book
Minh: Is this a book?
box, penny, fifty-cent piece, dollar, book, picture, etc.

22. Substitute:
You: book
Minh: Is that a book?
window, door, quarter, dime, map, wall, etc.

23. Establish meaning of Yes, it is.

24. Repeat: Yes, it is.

25. Questions: pointing to correct objects, ask

    Is this a book? for answer Yes, it is.
    Is that a wall?
    Is this a chair?, etc.

26. Have Minh ask questions, and answer them.

27. Establish meaning of No, it's not.

28. Questions: pointing to incorrect objects, ask

    Is this a book? for answer No, it's not.
    Is that a window?
    Is this a table?, etc.

29. Have Minh ask questions, and answer them.

30. Pointing to correct or incorrect objects, ask questions for real answers.

    Is this a chair? Yes, it is.
    Is this a quarter? No, it's not.

31. Have Minh ask questions.

(Note with #26 and #29, this is the first time that Minh has to remember the vocabulary in order to answer the questions correctly.)

If Mr. Minh can remember the vocabulary you've given him so far, now is the time to introduce the technical vocabulary.

32. Establish meaning (use pictures in electricity book) of:

component	tube	capacitor
transistor	transformer	resistor

33. Using pictures in book, repeat:
    This is a tube, etc.

34. Substitute:
    You: capacitor
    Minh: This is a capacitor
    You: resistor, transformer, tube, component, transistor

35. Questions: pointing to pictures in book, ask Minh real questions:

Is this a capacitor?, etc. for real answer Yes, it is or No, it's not.

Now, you should tackle the pronunciation lesson. The teacher's manual suggests using the pairs Sue-zoo and niece-knees to start with, then lists the vocabulary items in the lesson which have s or z in them. To this list, you add the additional vocabulary you have chosen. (Make sure you are aware which of the letter c's are pronounced s, and which of the letter s's are pronounced s and which are pronounced z! If you can't decide, look up the word in a dictionary with a pronunciation guide.)

36. Work on pronunciation of:

s (Sue, niece)		z (zoo, knees)
box	transformer	resistor
pencil	transistor	transistor
fifty-cent piece	this	is
resistor	that's	
capacitor	it's	
	yes	

37. Repeat, paying particular attention to pronunciation of s and z:

This is a resistor.
This is a fifty-cent piece.
That's a transistor, etc.

You will want to do the dialogue now. (This is not strictly the order in the book, but it doesn't matter; it's the sets of example sentences that you have to teach in order.) Dialogues are usually used to teach formulas like introductions, greetings and so on, and are generally memorized, with the grammar in them (if there is any!) not taught. If Mr. Minh has been in the country any time at all (like more than an hour!) he will have heard the contents of the dialogue in Lesson I often, and so will probably not have much trouble with it.

38. Repeat lines of dialogue one at a time:

Hello.
How are you?
Fine, thanks.

39. Ask How are you? for answer Fine, thank you. Reverse speakers.

40. Do whole dialogue.

The remaining two sets of example sentences in Lesson I should be prepared in the same way as the first two sets; you should establish the meaning first, then have Minh repeat each sentence or question with a variety of vocabulary items when appropriate, then have him substitute words in the sentence pattern, then have him answer and ask questions. You should be able to see how the drills are ordered, so that Minh is asked, with regard to a particular sentence pattern, to do simpler things (like repeating) before harder things (like figuring out what a question means, then giving the correct answer). After a while this ordering - repetition, substitution, question-and-answer - will come naturally to you, and you won't have to write out your lessons in anything like the detail given above.

B. Teaching the lesson

The general approach to teaching English as a second language will be explained in the teacher's manual of your ESL book; drills and pacing will be discussed, ways of getting meanings across without translating will be explained, and background information will be given. You might want, in addition, to look at some other books on the subject; some sources which are particularly helpful to the inexperienced teacher are listed in the back of this Guide. For discussion of the particular problems that speakers of Vietnamese encounter learning English, you should get the NIC's General Information Series #4, Teaching English Pronunciation to the Vietnamese and #11, Teaching English Structures to the Vietnamese. Later on in 1976, a supplement to the Guide you're reading now will be available in the form of a series of cassette tapes. It will demonstrate various drills and show you how to teach a pronunciation lesson.

In the meantime, it might be useful to discuss the actual teaching of the lesson for Mr. Minh.

Before you start the lesson, you will want to get everything assembled, so you don't have to interrupt the lesson looking for a box or tacking a map on the wall. (If you're having the lesson somewhere other than your house, write yourself a set of stage directions, so you can set up your "classroom" the minute you get to it, and not forget anything.) Teaching the meaning of this and that will necessitate arranging your book and box and whatnot in such a way that you can point to one and say this, and point to another and say that, and really mean it. The picture in the student's book has the book, box and pencil on the table, with the chair of course close by; these five objects are used to demonstrate the this

sentences. The wall, window, picture, map and door are farther away, and are used to demonstrate the that sentences. You might as well duplicate the scene in the book. (You could in a pinch use the picture and not real objects, but your lesson will lose some in immediacy and reality.) #4 on your lesson plan has you teaching This is a wall, and This is a window, and so on; you should plan to walk over to the wall and window as you're doing these sentences, so that you're not saying This is a wall when That's a wall would be more natural.

However you arrange things, be sure that the physical setup matches the setup you've assumed in your lesson plan. You cannot count on remembering, as you're drilling, that the picture that's close to you in the sentences in the lesson plan is far away during the lesson itself. As you are drilling, you will be focussing on Mr. Minh, your own pronunciation and a dozen other things, and you will be repeating sentences without thinking what they mean; as a consequence, it will be easy for you to read This is a picture off your notes and point to a picture across the room. While Mr. Minh will probably catch your mistake, and indicate one way or another that something's out of whack, you might as well do what you can to prevent such goofs beforehand. Old hand ESL teachers can think and drill at the same time, but even they can get flapped and occasionally clutch a book and declare that it is a box.

Make sure you have the coins you need, and some paper to write equations on. Mr. Minh will undoubtedly want to see the survival and technical vocabulary written down; if you don't have a blackboard, a big scratch pad is a nice thing to have around.

According to your lesson plan, you are on several occasions supposed to "establish the meaning" of words or sentences. In beginning lessons like this one, "establishing the meaning" of a word simply involves pointing to the object and saying the word. Mr. Minh will understand; remember that he speaks Vietnamese as well as you speak English, and therefore has a good idea what it is that languages do. You establish the meaning of a sentence like This is a book the same way: by pointing to the book and repeating the sentence. Mr. Minh will probably want you to write it down; you can do that, or show him the sentence in the book. (One written sentence is enough, however; if you give in to his request to write everything, or let him write everything, you or he will spend most of the lesson writing, and that's not why you're there.)

When you teach the meaning of that sentences, pointing to things far away will be sufficient to establish the difference between this and that. Saying or writing the following:

This is a book.

That is a door.

that + is = that's

should take care of any problems he will have with the contraction. (The contracted form, by the way, is used instead of the full form because Americans invariably - unless they are unbearably pedantic - say the contracted form, so that's what Mr. Minh has to be able to use.)

The meaning of the question Is this a book? can be shown by saying the statement This is a book, then saying the question Is this a book? immediately followed by the answer Yes, it is with lots of nodding. A couple of repetitions of this should get the point across. Or - to save time - you can write the question, calling attention to the question mark at the end. You can show how the question differs from the statement by writing out the statement:

This is a book.

then crossing out the is:

This ~~is~~ a book.

and moving it to the front of the sentence:

is This ~~is~~ a book.

then rewriting the sentence, cleaning up the punctuation:

Is this a book?

Showing the meaning of Yes, it is can be done by pointing to the book, asking Is this a book?, then answering your own question with Yes, it is and a nod. To establish No, it's not, point to the box, ask Is this a book?, then shake your head and answer No, it's not.

(Note that all this explanation of meaning is possible without your having to speak Vietnamese. As we mentioned before, ESL books are carefully sequenced so this is possible. Note also that Mr. Minh is learning how these sentence patterns work without your having to talk about grammar; it should be clear that any explanations about demonstrative pronouns or singular articles or copulative verbs would get in the way at this point, even if Mr. Minh were able to understand them.)

You will find almost immediately that you need to establish the meaning of three or four classroom directions like listen, I say ..., and You say ... before you can get a drill going. For listen, say shhh with your finger to your lips, then cup your hand around your ear and say listen; Mr. Minh will get the point. I say ... and You say ... can be established with exaggerated pointing (don't worry about offending Mr. Minh's sensibilities about being pointed at; he's perfectly aware what you mean by it, and will not be insulted).

With I say ... and You say ... you can give directions for drills. For a repetition drill:

You: I say, book. You say, book. book (look expectant)
Minh: book
You: (big smile) Right! table (look expectant)
Minh: table, etc.

and for a substitution drill:

You: I say, book. You say, This is a book. book (expectant)
Minh: book.
You: (shaking head) No; I say book. You say, This is a book. book (expectant)
Minh: This is a book.
You: Right! table, etc.

(You will unconsciously use words like right, that's good, try again, or whatever your personal favorites are. You don't have to explain them; Mr. Minh will absorb their meaning through his pores.)

Probably the most important thing to remember in drilling is that you must always speak at your normal rate of speed, and work on a drill until Mr. Minh can say the sentences pretty fluently. The most important reason for your speaking normally is that, given the nature of the English sound system, many, many words are not pronounced in normal speech the way they are pronounced in slow speech. The word is, for example, is pronounced with a full vowel in slow speech, but is pronounced with a different and much shorter vowel in normal speech. (The difference is represented phonetically as [iz] vs. [ɨz]; if you listen carefully to yourself saying the sentence "This is a book" first slowly, then at a normal rate of speed, you can hear yourself pronounce the two is's differently.) This is not a matter of sloppy speech habits, but the result of highly complex phonological processes. If you always speak slowly to Mr. Minh, and pronounce is always as [iz], he will never recognize the word out in the world, where it is almost always pronounced [ɨz].

Another reason for speaking at a normal rate of speed is that both you and Mr. Minh will die of boredom if you conduct drills slowly. Drilling should not move at the same pace, say, as asking questions in a classroom and calling on students to answer. Drills should move almost as though a metronome were ticking away, keeping you talking at a regular, rhythmical pace. Many ESL teachers, in

fact, clap gently or tap a pencil on the table (with the claps or taps corresponding to the heavily stressed words in the sentence) to keep the drill moving comfortably.

If Mr. Minh simply can't produce sentences at your rate of speed, it probably means that they are too hard for him at this point, and you should go back a couple of steps and review. (But be reasonable; if you are known as the fastest talker in the West, don't expect him to gallop along with you, but work for a reasonable canter!) Sometimes, his lack of fluency will be due to his not knowing the vocabulary very well; you can usually tell if this is the problem by noticing where he stops in the sentence: This is a - - - box is a pretty good indication that he had to stop for a second to recollect the vocabulary item. (You can counteract this - in this lesson - by touching or pointing to each object as you talk about it, so that he doesn't at this point have to remember which is which.)

Once Mr. Minh seems to be able to drill the various sentences pretty well, you should engage him in some sort of activity where he can use the sentence patterns you have taught him in expressing his own ideas. Obviously, if This is a box is the only sentence pattern he knows, there isn't much you can do in the way of conversation. But the minute he has learned the question Is this a box? and its answers, you can start exchanging information. Note that #28 in the lesson plan really isn't an exchange of information, because you already know the answers to the questions you're asking. On the other hand, if you really don't know what a capacitor is and Mr. Minh does, you are engaging in a real exchange when you remove the back of a radio and ask him Is this a .... questions about what's inside.

You should be forewarned that this type of conversation will be painful. He will struggle, and you will have to bite your tongue to keep from supplying him with the answer. But resist the temptation; in a surprisingly short time the sentence patterns of the drills will "hook up" with the ideas they express, and he will find himself talking much more easily. (It will help him, after he has put a sentence together, if you repeat it for him, making the necessary corrections, and then have him repeat it after you.)

C. Teaching Pronunciation

Pronunciation is so important, especially with Indochinese refugee adults, that it rates a whole section to itself. Understandable pronunciation is absolutely essential to someone who lives in an English-speaking environment. A sentence

can be pretty badly mangled and still be understandable if it is pronounced well enough, and, conversely, the most flawlessly constructed sentence won't do its speaker a bit of good if its pronunciation can't be understood.

Pronunciation problems can almost always be traced to differences between the language the student speaks and the one he is trying to learn. By and large, the more points the sound systems of the two languages have in common (whether by accident or by history) the less trouble the student will have. The sound systems of Vietnamese and English have very little in common; as a consequence, the Vietnamese learner of English will have a terrible time with pronunciation.

It is therefore absolutely necessary for you to spend time working directly on pronunciation, and to get your student to make the effort necessary to speak understandably. If you overdo it, however, you're very likely to make him so self-conscious about his pronunciation that he'll clam up and become reluctant to talk at all. (This is a standard pedagogical problem in ESL.)

It's impossible to tell you exactly how much emphasis to put on pronunciation - too much depends on your student's personality - but some general pointers can be given. First, don't correct every pronunciation mistake your student makes; if you do, you'll drive him batty. Focus on one pronunciation problem per lesson or two, and forget about the rest, except for gentle reminders. (After you've taught your student how to pronounce s and z at the ends of words, for example, you will have to remind him time and time again to put them on; a quick reminder will be all that's necessary, however.)

Second, don't worry about his pronunciation when he is making up sentences of his own, or answering real questions; he is struggling with meanings, vocabulary and structure all at once, and he can't worry about pronunciation as well. Later on, when he has a particular sentence pattern down pat and can easily make up sentences with it, you can get him to focus on his pronunciation, but not until everything else is easy.

Third, take every opportunity he gives you to praise him for pronouncing something well. Nothing encourages like encouragement.

All this discussion will probably not prepare you for the shock you will get when you hear Mr. Minh's first rendition of This is a book. If he is typical, he will pronounce the th of this as d; he will leave the s off this and the z off is; and he will pronounce the k of book in such a way that you won't hear it. The overall result is a sentence you would never recognize as This is a book if you didn't know beforehand that that was what was being said.

Don't be overwhelmed. First, spectacularly un-understandable pronunciation

is often the result of just one pronunciation error; correct that error, and the overall pronunciation makes dramatic improvement. (You will be surprised and gratified at the improvement in This is a book when Mr. Minh can pronounce this and is with the final consonants!)

Be reassured, also, that you don't have to tackle Mr. Minh's pronunciation as a whole; you proceed, as we mentioned before, one problem at a time.

Finally, there's lots of help available, some of it directly aimed at teachers of speakers of Vietnamese. The teacher's manual of English For Today - and the teacher's manuals of the other books we recommend - gives step-by-step instructions in teaching a particular pronunciation problem. There are also books available which deal with the particular pronunciation problems Vietnamese speakers have, and which furnish drills and exercises to correct these problems. These books are listed in the back of this Guide, along with ordering information.

D. Homework

Your student will very probably expect you to give him homework, and will feel like he's not getting his money's worth if you don't give him some. So you might as well give him a written assignment each lesson; it won't hurt him, and you can use it to reinforce what you've taught him during the lesson. It's not a very good idea to assign something new to be learned as homework; your student runs a good chance of getting it wrong, and then you will have to reteach it.

A standard assignment might be for your student to figure out the Vietnamese equivalents of his vocabulary items, and write them on the backs of the index cards you've made for him. If he feels compelled to work with an English-Vietnamese dictionary, he can look each word up.

You can also assign him to write out drills, or to make up sentences with his new vocabulary. Mr. Minh, for example, might be assigned to write out Drill 1.1; or you might ask him to write out ten This is a ... sentences and ten That's a ... sentences, using the names of coins and components. If he's a real glutton for homework, he can then change each of his sentences to a Is this/that a ... ? question.

Later on when the dialogues get a bit more complicated, he can memorize them for homework.

5. SPECIAL PROBLEMS

A. Your student is illiterate in his native language.

The first thing you should do with an illiterate student is to think very, very hard about whether it is necessary to teach him how to read.

To begin with, speaking a language and reading it are two different activities; an individual can do one without being able to do the other. Many Americans (mostly PhD's who have had to pass language exams!) can read French or German without being able to speak it; and, conversely, many Americans living in foreign countries have learned to speak the language quite well even though they can't read a word of it. Your student, if left on his own, would undoubtedly pick up some English words and phrases simply by hearing them; by the same token, he can learn spoken English systematically from you without learning to read and write it as well.

It is also not necessary for your student to be able to read before he can learn another language. As far as the teacher is concerned, the general approach, with its emphasis on listening and speaking, is basically the same whether the student is literate or not. If you look carefully at Mr. Minh's lesson, you will see that reading and writing do not have a central role at all, but are used as shortcuts; it is quite possible to teach the various parts of the lesson without writing anything at all for Mr. Minh to read. The meanings of the words and sentences are explained through gestures, and there are no grammar rules for him to understand and apply. The drills are all conducted orally, and work on pronunciation, by definition, focusses on the spoken language. Given time, and interest on the part of your student, you could work your way through all the major patterns of English without ever writing a word.

(Do not make the fairly common mistake of assuming that, because your student is illiterate, he can't master English. Remember that he has mastered Vietnamese, which is just as complicated a language as English is.)

(And do not make the equally common mistake of assuming that your student's Vietnamese is somehow imperfect or incomplete. There has never been a shred of evidence to support the notion that the language of illiterates differs in any significant way from the language of literates.)

To summarize the preceding paragraphs, your student's illiteracy will not prevent him from learning to speak English, nor you from teaching it to him. You can proceed to teach the spoken language, and worry about his illiteracy as a separate problem.

As we mentioned at the beginning of this section, your first decision should be whether it is necessary for your student to learn to read. It might seem to you to be an undisputable fact that an individual has to be able to read to be a success in this society. It is equally undisputable, however, that there are many, many illiterate adults in the United States who, while they might not be "successful"

according to the standard middle-class definition of the word, are nonetheless leading relatively happy, productive lives. You should look at the goals your student has set for himself - not at the goals you think he ought to have! - and judge honestly and carefully whether his illiteracy will keep him from attaining these goals. If you conclude that his illiteracy is not going to be all that big a handicap to him, you can be sure that he himself arrived at that conclusion long before you did; you can also be sure that he will be reluctant to put in the work required to learn to read. You will be wise, then, to forget about teaching him reading and writing, and concentrate exclusively on the spoken language. Later on, perhaps, he might decide that he does want to learn to read; he will probably have learned a fair amount of English by then, and will be able to take advantage of the literacy classes which already exist in Adult Education Programs throughout the country.

If, on the other hand, you student really needs and wants to learn to read (be sure he's not just paying lip service to the idea), you can expose him to reading and writing in your spoken English lessons. Don't forget, as you do so, that the spoken language is what you are there to teach him and that reading and writing are incidental.

You're going to run into problems. While it is not all that hard to teach an illiterate to speak another language, it is very, very difficult indeed to teach him to read one as well. To begin with, there are no materials designed to teach adults English* and literacy at the same time: ESL texts are aimed at the student who is literate in his own language, and literacy materials don't teach the structures of English. All of his means that you will have to adapt either your ESL materials or literacy materials, and if you are not well-versed in both fields you won't be able to do this effectively. Your best bet is to proceed with the ESL materials to teach spoken English. Then, when your student has learned enough of the spoken language, put him in a literacy class.

In the meantime, you can give your student lots of opportunities to "osmose" the written forms of the words and sentences you are teaching him. On his index cards (which would be useless otherwise) you can paste pictures of the vocabulary items in your lesson, with the appropriate word written, printed or typed in; while your student probably won't remember the word, he can at least look at the picture and associate it with the written form. You can also write or type out substitution drills, and "read" along as you're doing the drills orally. For homework, you can assign handwriting exercises: write out words and sentences, and have him copy them.

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*Except those prepared by the Literacy Volunteers of America, and these are not widely available.

(Some ESL materials, like the MODULEARN materials mentioned in the appendix, give lots of handwriting exercises, to provide practice in writing the Roman alphabet to students whose native languages are written in something else.)

In rare cases, you might find that this kind of activity is enough: that your student will extrapolate, from the dozens of examples he sees, the correspondences between the sounds and their letters. Remember that you are focussing his attention on sounds, especially when you're working on pronunciation; if he is observant, he might very well notice that a certain letter shows up whenever a certain sound does, and figure out what's going on for himself. If he doesn't figure it out, don't push it: your job is to teach him to talk!

Whether you are teaching language and literacy, or just language alone, you will have to deal with special problems which stem from your student's illiteracy.

He is almost certain to have had little or no formal education, and therefore comes to you without the deeply-ingrained habits and attitudes towards "book-learning" that educated people seem to share, whatever their cultural background. While he will have respect for learning, he will simply not know how to learn in a classroom or tutoring situation. In effect, you must teach him how to learn from you at the same time you are teaching him English.

Probably the best advice that can be given you at this point is to stress how essential it is to have your lessons well-organized. All good ESL teachers are aware of the value of classroom routine as an aid to teaching; the student who knows where he is and what he is doing from moment to moment during a lesson is in a much better position to learn than the student who doesn't know what's going on. Experienced students can usually figure out what's happening, even if the teacher is at times disorganized; at the very least, the experienced student knows that the world will not fall apart if he temporarily loses track of the lesson. Your student, however, does not have this knowledge (and tolerance!) of teachers and teaching to fall back on, and will be intimidated if he doesn't know what is happening and what is expected of him during a lesson. It is absolutely essential that he have the security of an established procedure.

Before you start your lessons with him, you should set up a routine within which you can teach everything you need to teach; you should decide, for example, that in each lesson you will work on vocabulary, sentence patterns, pronunciation, and maybe dialogues. (ESL books are usually highly organized in this respect; you might want to follow exactly the procedures around which the lessons in your ESL book are presented.) You should explain this routine to your student, via a translator (call the National Indochinese Clearinghouse if you can't find one),

and then ever after stick to it. Don't be afraid that your student - or any other ESL student, for that matter - will be bored by such rigid procedures; he will have so much to do during a lesson he won't have time to lose interest.

If for some reason you want to change the routine (like when you run out of material suited for teaching in dialogues!) tell your student beforehand. He should never, for example, arrive at dialogue-time expecting to work on dialogues, only to have you throw him a curve by doing something else.

Another problem you will have in teaching your illiterate student is that he has no way, between lessons, of reminding himself what you have taught him. If he forgets the word book, for example, he can't look up its equivalent in his bilingual dictionary, or flip through his index cards; it's gone until his next lesson with you.

All of which means that, to start with, you will have to cut the amount of material you present in one lesson way, way down. The twenty-two vocabulary items in Mr. Minh's lesson, for example, are far too many to ask anyone to remember without being able to write them down; if Mr. Minh were illiterate, you would want to teach a third of them at most. (If you need convincing on this point, consider how well you would do in remembering, say, twenty-two Vietnamese words from one week to the next if you didn't write them down!) You should plan to cut down on the number of sentence patterns you teach, as well.

You should also plan on your student's forgetting just about everything you have taught him, between one lesson and the next, and count on teaching words and sentence patterns over and over and over. This is a psychologically as well as procedurally useful attitude to have: if you expect your student to have remembered his vocabulary, and he has forgotten it, it will be hard for you to keep from getting across to him that he hasn't measured up; if, on the other hand, you expect him to have forgotten his vocabulary, and he has remembered it, your pleasure at his accomplishment will please him too.

While there are special problems associated with teaching English to an illiterate student, there are advantages as well. Experienced ESL teachers who have taught illiterates comment that it is refreshing to teach them for several reasons. First, they do not arrive in class convinced that they know how a language class should be run; they are, instead, willing to trust the teacher, and to do what they are asked to do without quibbling over procedure. Second, illiterate students for obvious reasons do not feel compelled to take notes during a language class - a compulsion on the part of educated students that wastes an awful lot of time in a class supposedly devoted to work on the spoken language! Third, illiterate

students don't seem to get discouraged quite as easily as their more educated counterparts (or their teachers); this might be because their expectations aren't as high, or possibly because they have more patience with drilling, which admittedly is dogwork.

Fourth, and probably most important, there is a tremendous amount of satisfaction to be gained from teaching illiterate students to speak English. ESL teachers who have done so seem to take special pleasure in their students' accomplishments, and to have more than the usual amount of respect and affection for the students themselves.

B. Your student insists on grammar lessons.

On pages #s 3 and 4 of this Guide, we talked about the grammar-translation method of learning a language, and pointed out that many Indochinese refugees feel that this is the only way to learn English. If your student is really convinced that he can't learn English any other way, he won't be motivated to try, and of course won't learn -- thus confirming his original hypothesis.

A possible way around this impasse is to rename your English lessons. Get an ESL book, plan your lessons and teach them exactly as described in this Guide, but call them conversation and pronunciation lessons. Tell your student that, while he can learn the grammar at home on his own, he really needs a (native English speaking) teacher to help him with correct pronunciation and fluency in conversation. Equip him with a grammar book and an exercise book, and assign him exercises to sweat out at home; spend the first five or ten minutes of your "conversation and pronunciation lessons" correcting the exercises, then proceed with the drills and so on from your lesson plan. (If you're teaching "conversation and pronunciation lessons", you have an excuse not to let him write during a lesson, which will make it easier for you to drill.) You might even be able to correlate his grammar homework with what you're doing in your lessons (have him work through the section on demonstrative pronouns, for example, when you're drilling This/that's a ....) although it's not necessary.

If your student knows some English, he can use any one of several grammars, written entirely in English but designed specifically for the advanced ESL student; most of these grammars have exercises, either at the end of each chapter, or published in a separate book. A couple of these grammars are mentioned in the back of this Guide.

If your student doesn't know any English, his choice of grammar books is limited, because he will have to have one with the grammatical explanation in his own language.

He might have brought such a grammar along with him; if so, let him use it. If he didn't, and he is Vietnamese, there is one grammar + exercise book published in the United States, Le Ba Kong's Modern English, Book I for Vietnamese Students, published by Zieleks Publishing Company. (If you get this for your student, you should go through it beforehand and correct the English of the examples and exercise sentences, so that your student isn't misled by it.) If your student is Cambodian, the best you will be able to do for him is to order a grammar book written for the French speaker; if he doesn't happen to speak French, he's out of luck.

C. Your student is convinced he can learn English on his own.

This is the same student who clamors for grammar lessons; he figures that he can work at home, his bilingual dictionary in one hand and his grammar in the other, and learn English. He's right on one count; he can learn grammar as well by himself as with a teacher. But - as you surely realize, having waded this far through this Guide - learning grammar isn't the same as learning to speak a language.

Take the same line with your solitary scholar as we suggested in the last section: agree with him that he can learn grammar on his own, but that for conversation and pronunciation he really needs to work with a native speaker. Then proceed with your ESL book to teach him English.

D. Your student wants tapes.

Many of the Indochinese refugees have tape recorders, and it naturally occurs to them (and their sponsors) that they can use the tape recorder to learn English.

A bit of background is in order here. When the audio-lingual method of teaching languages got off the ground, it became clear that the best model for students to imitate is a native speaker of whatever language is being learned. When a native speaker isn't available - as is often the case in foreign language teaching - the students can at least be exposed to natively spoken French or German or whatever, via recordings on records or tapes. The idea of recorded examples of languages caught on, and as a result we now have language laboratories in universities and high schools, complete tape courses for several languages -- and the notion, in the minds of Americans, that there is something magical about learning a language from a tape recorder.

There isn't; the best a tape can do is to furnish a student with a natively-spoken sample of whatever language he is learning. Your student, who lives in the

United States and is therefore bombarded from all sides with natively-spoken samples of English, doesn't need recorded samples as well. Moreover, a tape recorder can't correct his mistakes, ask him real questions and in turn answer him with real answers, or praise him when he's learned something hard; in other words, a tape recorder is no substitute for a living, breathing teacher.

There are complete taped ESL courses available in this country, but they are very expensive, running anywhere from three hundred to five hundred dollars for a course that's extensive enough for your student's purposes. That much money is more usefully spent in tutoring sessions or classes with a live teacher.

While your student's tape recorder can't take your place, you can use it to supplement what you have taught him in your lessons. You can record your half of drills, for example, leaving enough time between your words or sentences for him to respond (but don't ever introduce anything new); you can record written passages for him to play and read along with at home; you can record dialogues for him to memorize, taking first one part then the other. (Many ESL courses have prepared tapes or cassettes which are to be used as supplements to classroom work; if you can afford them, they are perfect for work at home.)

If your student has a job, he can have his boss record whatever either of them feels is important in the way of information or instructions. For that matter, he can record anything that intrigues or puzzles him, and bring it to his lessons for you to explain. (You should encourage him to do this, especially with his boss; its a perfect source of vocabulary for you!) He can then listen to the recorded passages over and over, picking up something new with each repetition.

If your student is illiterate, a tape recorder can be indispensable, in that it will enable him to work on English at home. During your lesson, for example, you can record vocabulary items, having him record their Vietnamese equivalents immediately afterwards; he can then study vocabulary at home by listening to his tape. You can do the same for example sentences, or even the sentences in a drill.

E. Your student has worked through the survival course, and wants to go on.

As we said before when this came up, you should first go out and buy yourself a present for being such a good teacher. Then, you should switch to an extensive course, and proceed as usual. Your only problem will be in deciding where in the extensive course you should start.

ESL books usually have, somewhere or other, a list of the structures taught. (If yours doesn't, you can do up your own by listing the example sentences.) By comparing lists from your survival text with the lists given in the books of an extensive course, you can tell pretty much where to start in the extensive course.

If you are switching to English For Today, for example, you'll find, in the Teachers' Manual for Book II, a list of the structures covered in Book I; if there are some you haven't covered, you can simply teach the relevant lessons out of Book I, then start in with Book II. (Actually, the first lessons of Book II are a review of the material covered in Book I anyway.) Before you start with the extensive course, you might want to check the vocabulary presented in earlier books and/or lessons, and teach the items you haven't taught; this way, you won't get hung up when they turn up in example sentences and drills later on.

At this point, you might also want to start your student reading in English for enjoyment. There is a vast array of ESL readers available, on such a wide range of subjects that there is sure to be something your student will enjoy. These readers are controlled, to a greater or lesser extent depending on the level, for structures and vocabulary, i.e. they are written within a certain set of sentence patterns and vocabulary items; they are therefore much easier for an ESL student to read than anything written for a native speaker. See the National Indochinese Clearinghouse's Adult Education Series #4, ESL Reading Materials for Adults, for a fairly complete list of readers. If there are many foreigners in your area, your local library might have a good selection that your student can borrow from.

F. Your student doesn't think he needs any more English.

If your student really thinks he knows enough English for his purposes, there's probably nothing much you can do to convince him otherwise, unless you can manufacture the situation so that the circumstances of his life do the convincing. You might ask his boss, for example, to tell him bluntly that his English isn't good enough. Or if your student is un- or under-employed, you might think of a way to show him (not tell him) that if his English were better, he could get a job in keeping with his education and interests; taking him on a tour of a relevant office, or showing him appropriate textbooks, or arranging for him to meet an American in his line of work might do the trick.

There is always the possibility, of course, that your student is right: that he really does know enough English for his purposes. Try very hard, here, to see his situation and life-style through his eyes, and not yours; if he's making money at a job he's happy with, and if he is content with his family and friends, there's not much reason for him to learn more English than he already knows, however little it is.

6. TEACHING CLASSES

The basic approach to teaching English - emphasis on speaking and listening, and the use of oral drills to establish correct sentence patterns as habits - is the same, whether you are teaching one student or several. The major difference is that with a class, a lot of the drilling is done in chorus, i.e. with all the students answering at the same time. Since nearly all ESL texts are designed to be used for classes, the teachers' manuals discuss in great detail the techniques of choral drilling, and ways to combine choral and individual work.

Another difference between teaching one student and teaching a class is that unless all your students happen to be in the same field, you can't very well incorporate technical vocabulary into your ESL lessons. Hit survival information hard, and try to keep your students' interest up with useful field trips, class activities or visitors.

It's very difficult, for both cultural and pedagogical reasons, to teach English to students who vary widely in age, background and interests. For this reason, you should divide your students into homogeneous groups if at all possible, even if you wind up with as many different little classes as you have students. It is ultimately more efficient, for example, to teach a traditional Vietnamese couple separately, a half hour each, than to teach them together for an hour; in classes together, the husband will do all the talking, and you will spend most of your time trying to pry a response out of his wife.

If you are teaching a family, you should teach the children separately from the parents. Teaching children requires different vocabulary, pacing and intensity from teaching adults. And, because children learn languages much more quickly than adults, in any given refugee family the children's English will quickly become far better than their parents; the parents will consequently be very reluctant to work on English in front of their children.

<u>If you are teaching a group of adults, you should separate them into groups first according to educational background and/or interest, then into background in English</u>. In other words, it's better to combine all the doctors into one class, even if some of them speak a fair amount of English and some of them don't know a word, than it is to put the doctors who know some English together with the fishermen who picked up a lot of English from working with the American military.

Then, if the doctors who speak some English are unhappy about having to go over stuff they already know, tell them it's a marvelous opportunity to practice correct pronunciation, and give them additional, more advanced work to do at home. You can also use the occasional student who knows more English than the rest as a

translator, which will make the student feel important and save you some time.

If you have large enough numbers of students, you might want to test them to see how much English they know before putting them in different classes. There are several tests available - see NIC's General Information Series #2 Testing English Language Proficiency for a bibliography. You will probably find, however, that a test is not really as good a guide as a knowledge of your students' background, especially since practical considerations probably won't allow you to make finer distinctions among your students than Beginners, Intermediates, and Advanced.

If your program is a large one, you might have a bilingual aide to work with. An aide can save you time teaching the meanings of vocabulary items, and be a real asset in translating survival information, but the actual teaching of sentence patterns and pronunciation should be done by a native speaker.

Your bilingual aide can help your students with their index-card files, by supplying the Vietnamese or Khmer equivalents, and by discussing the meanings and uses of the English words with the students in their native language. Your aide can also explain, for example, what a Social Security Number is, and how one goes about getting one. If your aide's English is really good, you can have guest speakers come to your classes to lecture on whatever is useful, and have your aide translate the lecture sentence by sentence as it is given. And if your class is dying for grammar, your aide can tell them - in Vietnamese or Khmer - all about demonstrative pronouns and indefinite articles. (In this case,you'd probably do well to get yourself a grammar and read up on pronouns and articles yourself!)

7. SOURCES

The following list is intended to give you a general idea of the types of books and information discussed above, and to provide bibliographical information on the books specifically mentioned. There are, of course, dozens and dozens of books in each category, instead of the one or two we have listed; we have arbitrarily chosen those which seem to be most widely used. See the National Indochinese Clearinghouse's bibliographies for more complete lists.

A. ESL texts

1. Survival texts

IWATAKI, SADAE, and others. English as a Second Language, a New Approach For the 21st Century. San Juan Capistrano, Calif.: MODULEARN, Inc., 1973-74. Student Materials, about $3.25 per set.

Beginning through high intermediate.

These materials were designed for Chinese, Japanese, Korean and Filipino adults learning English in California, and as such are especially suitable for Vietnamese adults. Volumes I-III consist of 20 lessons each for beginning English, each of which includes a lesson guide for teachers, a student leaflet for reading and writing practice and home study, an evaluation lesson guide, and a student evaluation form. Volume IV contains transparency masters to accompany the materials in earlier volumes. Volume V is an intermediate text which can be used independently or in sequence with the other volumes. Volume VI is a pronunciation text geared to the problems of Chinese, Japanese, Lorean and Tagalog speakers, but contains much that is directly relevant to speakers of Vietnamese. Volume VII is a teachers' guide to the language problems of Asians, again geared to speakers of the languages mentioned earlier, but relevant to Vietnamese. The entire set of eight volumes can be bought together ($45.00); the student materials are available separately. Complete teaching aids for the inexperienced ESL teacher.

MACKEY, Ilonka Schmidt. English 1: A Basic Course for Adults. Rowley, Mass.: Newbury House, 1972. Students' book, $2.75.

Beginning through low intermediate.

A basic English course for zero-level students at upper secondary and adult level. Book's aim is to give learners the English they need immediately on arrival, to provide the basis for more thorough study, and to furnish review for students whose English is sketchy. Material is carefully controlled to give immediately useful structures and vocabulary.

Detailed teachers' manual available. Especially suitable for adult education programs and teachers with no special training in ESL.

2. Extensive courses

SLAGER, William R. English for Today, 2nd Ed. New York: McGraw Hill, 1972. Books I-VI, about $4.50 each. Paperback. Three workbooks, $1.35 each. Text for I-III, $45.00 a set. Cassettes for I-II, $200.00 (27).

Beginning through advanced.

A newly-revised series which was widely used in Vietnam. Takes the student up to a full command of spoken and written English. Writing and reading are introduced early, and controlled composition exercises continue throughout the series. Suitable for both secondary students and adults. Book III may be used as a review for students who have had some English

training. Cassettes, workbooks, wallcharts available, as is teacher's manual for each book.

WRIGHT, Audrey L., with James H. McGillivray, Ralph P. Barrett, Aristotle Katranides, W. Bryce Van Syoc, and Florence S. Van Syoc. Let's Learn English (All-English Edition), revised ed. New York: American Book Co., 1966-73. Six books, about $2.00 each. Cassettes for Beginning Course (I & II), $256.00.

Beginning through advanced.

Recently revised series for secondary students, primarily. Three levels: Beginning Course (I and II), Intermediate Course (III and IV), and Advanced Sourse (V and VI). Each book is designed to cover one semester each. Supplementary tapes and charts are available. Teacher's guide for each level.

3. College prep courses

BRUDER, Mary N. MMC: Developing Communicative Competence in English As a Second Language. Pittsburgh: University Center for International Studies, University of Pittsburgh, 1974. $7.95. Paperback.

Beginning to high intermediate.

A course in elementary and intermediate English, containing material for a fifteen-week intensive term for adult beginners. Designed for educated adults. The text consists of mechanical drills, meaningful drills, and communicative drills which prepare the student to communicate using the structures he has learned. Tapes are available. Teacher's manual available, but ESL experience is desirable.

LADO, Robert. Lado English Series. New York: Regents, 1970. Books I-VI, $1.75 each. Paperback. Six workbooks, $1.00 each. Twelve cassettes per book, $75.00 per set.

Beginning through advanced.

Series for teaching beginning through advanced Engoish intended for secondary and college students. First three books concentrate or. pattern practice, dialogues, and pronunciation drills. Books IV-VI give more attention to communication. Teacher's manuals for I-III, IV, V, and VI are available.

4. English grammars (in English)

FRANK, Marcella. Modern English: A Practical Reference Guide. Englewood Cliffs, N. J.: Prentice-Hall, 1972. $5.75.

The Vietnamese student will appreciate this grammar. Two associated exercise books available - Modern English: Exercises for Non-native Students, Part I (Parts of Speech), and Part II (Sentences and Complex Structures) - from the same publisher.

CROWELL, Thomas Lee, Jr. Index to Modern English. New York: McGraw-Hill, 1964. $5.50.

Alphabetized presentation of rules with lots of examples, for the advanced student. Informal style, all kinds of information on all aspects of English, e.g. shapes of hand-written letters, idioms, definitions of grammatical terms like anomalous finite, etc.

5. Supplementary pronunciation materials

Southeast Asian Regional English Project. English for Vietnamese Speakers, Vol. I (Pronunciation).

Detailed and thorough explanation of, and drills for, pronunciation problems of Vietnamese learners of English. Order through ERIC User Services, Center for Applied Linguistics, 1611 No. Kent St., Arlington, Va. 22209.

B. Teaching aids

1. National Indochinese Clearinghouse's Refugee Education Guides:

General Information Series:

1. Hints for Tutors
2. Testing English Language Proficiency
3. Education in Vietnam: Fundamental Principles and Curricula
4. Teaching English Pronunciation to Vietnamese
5. Textbooks and Classes
6. A Brief Look at the Vietnamese Language: Sounds and Spellings
7. Testing the Reading Ability of Cambodians
8. Academic Resources
9. A Selected Bibliography of Dictionaries
10. Teaching English Pronunciation to Speakers of Black Tai (Tai Dam)
11. Teaching English Structures to the Vietnamese
12. Supplement to: An Annotated Bibliography for Teaching English to Vietnamese
13. Perspectives on a Cross-Cultural Problem - Getting to Know the Vietnamese

Adult Education Series:

1. Teaching English to Adult Refugees
2. Bibliography of Adult ESL Materials
3. Towards Methods of Learning English (in English, Vietnamese and Khmer)
4. ESL Reading Materials for Adults
5. Recreational Reading in Vietnamese
6. English Lessons for Refugee Adults: A Guide for Volunteers, Tutors and Teachers

2. Center for Applied Linguistics' Vietnamese Refugee Education Series (order from CAL Publications Dept., 1611 No. Kent St., Arlington, Va. 22209)

1.	English-Vietnamese Phrasebook	$ 3.00
	Accompanying cassette tapes	13.00
2.	Vietnamese-English Phrasebook	2.00
	Accompanying cassette tape	6.00
3.	A Handbook for Teachers	1.00
4.	Bibliography for Teaching English	1.50
5.	Personnel Resources Directory	1.00
6.	Colloquium on Vietnamese Language	6.50

3. STEVICK, Earl W. Helping People Learn English--A Manual for Teachers of English as a Second Language. Nashville, Tenn.: Abingdon Press, 1957. $3.00.

A brief (130-page) guide for the non-professional teacher. It includes teaching strategies, discussion of particular grammatical points and includes useful discussion of sound formation. A very helpful and practical guide for the teacher inexperienced in ESL.

C. Survival information sources

1. Immigration and Naturalization Services
1025 Vermont Avenue
Washington, D. C. 20003
202 - 393-3111
(Write or call for pamphlets)

2. Department of Agriculture - Information
Publications Department
Independence Avenue between 12th & 14th Sts., S. W.
Washington, D. C. 20251
202 - 447-2791
(Write or call for list of publications)

3. HEW - Health Services Administration
5600 Fishers Lane
Rockville, Md. 20852
301 - 443-1620
(Write or call for list of publications)

4. New Life (newspaper in Vietnamese, Khmer and English)
Donohoe Bldg., Rm. 1185
330 Independence Ave., S. W.
Washington, D. C. 20201
(Write to this address for a free subscription)

5. The State Resettlement Director in your state. (Call the Governor's office.)

6. The Social Services Office in your city or county. (Look in the white pages of the telephone book under City of _____ or County of _____ for the number.)